

Daytona Middle School

ARIZONA SCHOOL REPORT CARD 2003-04

98 Swanson Place, Lake Havasu City, AZ 86403

Lake Havasu Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Underperforming*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

No Child Left Behind

Adequate Yearly
Progress***

Not Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Hector F. Fimbres
Schedule : 7:00 AM to 3:30 PM
Grades : 6-8
2003 Enrollment : 501
Web Address : www.havasu.k12.az.us/daytona/
Phone Number : (928) 855-4200
Fax Number : (928) 855-6323
E-mail : hfimbres@havasu.k12.az.us

Mission

Our mission is to provide a safe and orderly atmosphere to allow students to develop to their highest potential socially, academically and morally. 'LEARNING IS THE KEY TO THE FUTURE.'

School / Academic Goals

ü Students will increase 1% in one year's growth in reading as per SAT 9 scores.

ü Students will increase 1% in one year's growth in math as per SAT 9 scores.

Instructional Programs

ü Accelerated Reader Program
ü Reading Renaissance
ü On-site Special Education
ü Accelerated Math Program

Enrollment

October 1, 2002 School Year Student Enrollment : 491
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 501

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 6 minutes
First Day of School : 7/21/2003
Last Day of School : 6/4/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 4 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Parent/Educator Relations
- ü School Safety Issues
- ü Student Discipline

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.50	Teacher	24.50
Other Professional Staff	5.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	1	1	0	0
10 or more years	3	9	0	0

Shared Responsibilities

School

Daytona Middle School will provide a safe and orderly atmosphere to allow students to develop to their highest potential socially, academically, and morally.

Parents

Parents need to work with the administration/staff in forming a healthy partnership in reinforcing behaviors and seeing that our students have every opportunity to succeed academically. Parents need to require students to attend classes regularly.

Resources Available at School Site

Special Facilities

- ü Students Have Access to 2 Computer Labs
- ü Band/Choir, Art, Weight Rm, Media Center

Extracurricular Activities

- ü Student Government
- ü Coyote Pride
- ü Yearbook Committee
- ü Many Sports

Social Services

- ü Free Breakfast/Lunch Programs
- ü DES Services
- ü Health Services
- ü Leaders of Tomorrow

Transportation Policy

General transportation is provided for middle school students. For more information, call 928-855-8279.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

ü Student's achieved an increase of 3.6% in one year's growth in math as per SAT 9 scores.

ü Student's attended state Geography Bee. 7th grade Band achieved Superior in State award.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü Renaissance	1998
ü Excellence in Education	1999
ü National Junior Honors Society	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	94	95	94	96
Transfers Out ³	18	20	20	20
Transfers In ⁴ (Within District)	1	2	2	2
Transfers In ⁵ (Out of District)	10	10	10	9
Promotion Rate ⁶	98	99	98	95
Retention Rate ⁷	2	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 5-6	75	76
Grades 6-7	67	55
Grades 7-8	67	64

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	176	501	71167	95	97	99	440	454	463	55	44	38	37	43	41	8	11	14	1	2	7
All Students (Prior Year)	177	500	66213	NA	NA	NA	437	459	459	60	39	39	28	42	40	11	14	14	1	5	7
Female	77	236	34825	93	96	99	440	455	462	52	42	38	41	45	42	6	11	14	1	2	6
Male	99	264	36047	97	99	99	440	453	464	57	45	38	34	40	39	10	12	15	0	2	8
African American	--	NC	3225	--	NC	95	--	NC	441	--	NC	57	--	NC	34	--	NC	6	--	NC	2
Hispanic	36	78	23643	90	95	97	428	434	445	62	60	53	28	31	37	10	7	8	0	1	2
Asian/Pacific Islander	NC	NC	1503	NC	NC	100	NC	NC	493	NC	NC	18	NC	NC	40	NC	NC	23	NC	NC	19
American Indian/Alaskan Native	NC	NC	5161	NC	NC	103	NC	NC	435	NC	NC	63	NC	NC	30	NC	NC	5	NC	NC	2
White	136	399	35245	96	96	95	443	456	476	53	41	26	38	44	45	8	12	19	1	2	10
Students with Disabilities	25	62	8095	100	117	104	395	410	426	94	86	69	6	14	25	0	0	5	0	0	1
Students without Disabilities	151	439	63072	94	95	99	445	458	464	50	40	37	40	45	41	9	12	15	1	3	7
Limited English Proficient Students	NC	NC	10317	NC	NC	111	NC	NC	426	NC	NC	72	NC	NC	25	NC	NC	2	NC	NC	1
Migrant Students	--	--	614				--	--	440	--	--	57	--	--	34	--	--	6	--	--	3
Economically Disadvantaged	172	172	17057				441	441	440	54	54	58	37	37	34	8	8	6	1	1	2
Non-Economically Disadvantaged	NC	329	54110				NC	461	468	NC	38	33	NC	45	43	NC	13	16	NC	3	8

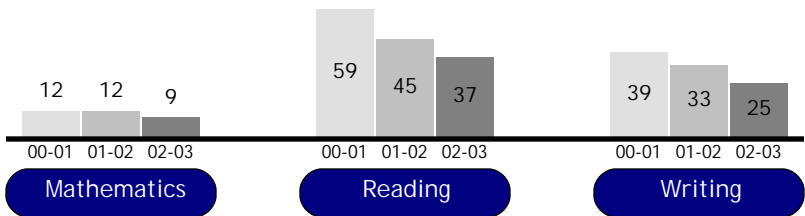
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	170	492	71100	92	96	99	486	501	502	39	24	25	24	21	21	32	43	40	5	12	15
All Students (Prior Year)	179	503	66144	NA	NA	NA	491	508	504	28	17	24	27	23	20	39	45	40	6	15	16
Female	76	235	34801	92	95	99	495	509	505	26	17	21	30	22	22	41	48	42	3	14	15
Male	94	256	36010	92	96	99	478	494	499	51	31	28	18	19	20	24	39	38	7	10	14
African American	--	NC	3219	--	NC	95	--	NC	486	--	NC	38	--	NC	24	--	NC	31	--	NC	7
Hispanic	34	76	23630	85	93	96	478	481	485	46	42	37	31	22	25	19	30	32	4	6	6
Asian/Pacific Islander	NC	NC	1509	NC	NC	100	NC	NC	522	NC	NC	12	NC	NC	14	NC	NC	46	NC	NC	28
American Indian/Alaskan Native	NC	NC	5144	NC	NC	102	NC	NC	478	NC	NC	46	NC	NC	24	NC	NC	25	NC	NC	5
White	133	392	35198	94	95	95	487	504	515	38	22	15	22	20	18	34	46	47	5	13	21
Students with Disabilities	25	61	8121	100	115	105	441	450	470	94	81	55	6	9	20	0	6	21	0	3	4
Students without Disabilities	145	431	62979	91	93	99	491	505	503	33	20	23	26	21	21	36	46	41	6	12	15
Limited English Proficient Students	NC	NC	10304	NC	NC	110	NC	NC	462	NC	NC	63	NC	NC	23	NC	NC	13	NC	NC	1
Migrant Students	--	--	623				--	--	475	--	--	45	--	--	27	--	--	25	--	--	3
Economically Disadvantaged	166	166	17040				486	486	483	39	39	40	24	24	25	32	32	29	5	5	6
Non-Economically Disadvantaged	NC	326	54060				NC	509	507	NC	17	20	NC	19	20	NC	49	43	NC	15	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	486	69001	88	94	96	470	489	490	32	18	17	43	36	37	25	46	45	0	0	1
All Students (Prior Year)	169	475	63579	NA	NA	NA	480	496	493	21	11	15	46	39	42	32	49	41	1	1	2
Female	74	235	34086	89	95	97	482	500	496	19	9	13	46	33	36	34	57	51	0	0	1
Male	88	250	34644	86	93	95	460	479	484	42	26	22	41	38	39	17	36	38	0	0	0
African American	--	NC	3115	--	NC	92	--	NC	478	--	NC	25	--	NC	44	--	NC	31	--	NC	0
Hispanic	33	75	22656	83	91	92	459	469	476	27	26	27	62	48	43	12	26	30	0	0	0
Asian/Pacific Islander	NC	NC	1472	NC	NC	98	NC	NC	507	NC	NC	8	NC	NC	30	NC	NC	60	NC	NC	2
American Indian/Alaskan Native	NC	NC	4940	NC	NC	98	NC	NC	469	NC	NC	34	NC	NC	43	NC	NC	23	NC	NC	0
White	127	389	34501	89	94	93	472	492	500	34	17	10	39	34	34	27	49	55	0	0	1
Students with Disabilities	21	57	7386	84	108	95	429	443	459	92	70	46	8	20	37	0	10	17	0	0	0
Students without Disabilities	141	429	61615	88	93	97	474	492	491	26	14	16	47	37	37	27	49	45	0	0	1
Limited English Proficient Students	NC	NC	9662	NC	NC	104	NC	NC	454	NC	NC	51	NC	NC	40	NC	NC	9	NC	NC	0
Migrant Students	--	--	590				--	--	466	--	--	35	--	--	43	--	--	22	--	--	0
Economically Disadvantaged	159	159	16383				470	470	472	32	32	30	44	44	43	24	24	26	0	0	0
Non-Economically Disadvantaged	NC	327	52618				NC	498	494	NC	11	14	NC	32	36	NC	56	49	NC	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	No

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	95	49	55	54	100	44	54	49	96	58	62	53
	Language	97	32	49	46	100	33	51	42	96	46	57	45
	Mathematics	97	48	62	61	100	46	60	58	98	65	71	62
7	Reading	90	50	59	53	100	46	53	48	95	48	59	51
	Language	92	54	65	55	100	46	61	51	95	45	65	54
	Mathematics	91	51	62	57	100	38	51	54	95	42	60	58
8	Reading	98	61	62	55	100	49	59	49	95	48	59	53
	Language	98	58	63	50	100	43	56	46	96	40	56	49
	Mathematics	96	58	63	57	100	45	59	54	96	42	57	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

On April 1, 2002 Daytona Middle School began Peer Mediation as a Pilot Program. Students learn negotiation skills and ways to resolve their problems. Peer Mediation is used to resolve conflicts with compromise, therefore avoiding disciplinary action.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

43

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Hector F. Fimbres	(928) 855-4200
Transportation Policy	Dorothy Garrett	(928) 855-8279
Community Resources	Cheryl Dailey	(928) 855-4200
School Nutrition Programs	Hans Bischof	(928) 855-5121
Parent Organization	Daytona Site Council	(928) 855-4200
Student Health/Nurse	Tammie Dutton	(928) 855-4200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards